



## Methodology For Developing Professional Skills In Students Based On International Assessment Programs

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**Abstract:** This article shows interactive methods, application and design methods of innovative technologies in technological education classes.

**Key words:** student, profession, skill, international, assessment, program, basis, development, development, methodology.

What is assessment, why do we need it? How to evaluate? They are evaluated in order to determine, measure and analyze the results of the students' educational activities. Assessment is a fundamental and integral part of the current education system. The conclusions drawn as a result of the evaluation are used to evaluate the activity of the student, teacher, educational field, educational institution, educational program or the entire educational system. Evaluation is measuring the level of achievement of educational goals at a certain stage of the educational process based on predetermined criteria, determining and analyzing the results. The purpose of the assessment is to collect relevant information about the development of students' educational activities, to make decisions about improving the students' learning process, and to compare their interests with the actual results expected from teaching. determining suitability.

Preparing students for PISA, PIRLS, and TIMSS international exams, making the necessary conclusions based on research results, making necessary changes and additions to the content and process of education has become one of the urgent issues. Therefore, materials that meet the evaluation criteria and mechanisms of international evaluation programs and serve to prepare students for the exams of these programs are included in the textbooks being updated on the basis of the National Curriculum. For example,





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The textbook "Literacy" contains practical tasks aimed at forming the student's logical thinking and practical skills, designed to work with texts that meet the requirements of PISA and PIRLS international assessment programs. By means of such assignments, it is envisaged to form the skills of understanding the text, critical thinking and reaction in the student. News is also introduced in the field of mathematics based on the results of research. In particular, the content, evaluation criteria and mechanisms of international assessment programs are being introduced to the teaching of mathematics based on local conditions. Biology is being enriched with tasks and assignments that meet the requirements of PISA and TIMSS international assessment programs. Practical exercises, laboratory work, and independent, creative, creative thinking tasks aimed at forming students' logical thinking and practical skills are being developed. Textbooks of other subjects, exercise books and preparation for international evaluation programs, taking into account their measurements and criteria are provided for in the methodological manuals for teachers.

The decree of the head of our state dated April 29, 2019 "On approving the concept of development of the public education system of the Republic of Uzbekistan until 2030" defines the tasks of achieving inclusion in the first 30 advanced countries of the world by the year 2030 according to the rating of the PISA student assessment program. PISA evaluates the level of reading, mathematical and natural-scientific literacy of 15-year-old students. The concept of developing public education is confirmed. In this assessment program, the quality of students' knowledge is monitored in 5 areas. PIRLS assesses the level of reading and comprehension of the text of 4th graders. TALIS is an international study of teaching and learning. - evaluates the level of mathematics and natural science literacy of first-grade students. PIRLS and TIMSS can be recognized as complementary programs. Taking into account the assessment of students' mathematical literacy as one of the priorities of PISA and TIMSS research, it can be said that it is compatible with the reforms being carried out in the field of mathematics in our Republic.

There are 3 different types of evaluation:

1. Diagnostic assessment (initial)
  2. Formative assessment (formative, current)
  3. Summative assessment (summative, final)
- Diagnostic assessment is an initial assessment, which is a regular and strict process carried out at the school at the beginning of the academic year. At the beginning of a course or academic stage,





even a training center can judge the best time to give a diagnostic assessment to its students.

Objectives of diagnostic assessment:

- Understand what in-state students are;
- Find out what they know about the subject;
- Make decisions that make your life easier;
- Improving learning in the process of developing the educational process;

Formative assessment (assessment for learning) - assessing the quality of students' learning during the educational process. Formative assessment is a formative, ongoing assessment that is conducted regularly. It allows to quickly determine the achievements and shortcomings in the educational process, to coordinate the educational process and provide feedback between the teacher and the student. Marina Aleksandrovna Pinskaya, Candidate of Pedagogical Sciences, researcher, writes in the book "New Forms of Assessment": Formative assessment is necessary to diagnose how the educational process is going not only at the final stage, but also at the initial and intermediate stages, and if the data turns out to be unsatisfactory, based on the obtained data, changes can be made to introduce the necessary data and improve the quality of educational activities. Formative assessment focuses on individual learning skills or skills within a curriculum rather than the curriculum as a whole. It says these assessments are designed to measure progress towards a specific goal.

One of the most useful parts of formative assessment is that there is no single formative assessment method. Instead, there are hundreds of different assessment methods available. Each teacher can develop a deep repertoire of potentially formative assessments. Additionally, teachers can customize and modify formative assessments to meet the needs of their students. This is important because variation helps to engage students and ensures that the teacher's assessment of the concepts being taught is consistent. Having options also helps students see the types of assessment that naturally fit their personal preferences or strengths and weaknesses throughout the year.

The best formative assessment is engaging, adapting to students' strengths, and identifying areas that need additional instruction or support. Formative assessment is a proven learning tool that has a lot of value for teachers and students. Teachers can design and use formative assessment to guide future lessons, develop individual learning goals for students, and gain valuable information about the quality of instruction provided to students.





Summative assessment determines whether the learner meets the criteria and standards of the specified period of the educational process. Summative assessment is conducted at the end of a certain stage of the educational process. The summative type of assessment can be conducted at the end of the subject, quarter or semester of the year and of the main stage, using tasks corresponding to the educational programs. Summative evaluation can be in the form of written, test, oral, interview, practical assignment. The goal is to check the knowledge of students, that is, to check how well they have learned the material they have been taught.

In conclusion, assessment is a fundamental and integral part of the current education system. If we look at the education system of developed countries, for example in Great Britain, for helping staff (teachers) to learn and develop good practice in relation to educational evaluation by adults (leaders) in educational and educational settings, Ta There is an award for education, assessment and quality assurance (TAQA). So assessment is a key process for educational development. Especially formative assessment provides accurate information about the quality of education. Not only formative assessment, but also other types of assessment are important and effective. At this point, you should say that our country is paying special attention to improving the quality of education, adequately preparing for international assessment processes, and a number of advanced foreign technologies are being used in the educational system.

All this is certainly for our country to see itself among the developed countries and become a leader. After all, the future is in the hands of young people. That is why the president of our country is paying special attention to the youth and is embarking on a fundamental reform of the education system.

What is the importance of international assessment programs? As a result of the reforms carried out in our country in recent years, huge economic growth indicators are being achieved, increasing the demand for qualified personnel and advanced specialists in all fields. This in itself requires increasing the interest of our students in lessons and increasing the attention of teachers to all-round education. The fact that the above requirements are very important for the educational system means that, as in most foreign countries, it is necessary to attract the best practices aimed at improving the quality of education by evaluating and monitoring the development of the educational and scientific fields.





What does participation in international studies on the assessment of the quality of education give to Uzbekistan?

It is used in the reform of the national education system, the improvement of educational content, the training of pedagogues and their professional development programs, as well as the creation of a new generation of textbooks by specialists. The results obtained in the research allow us to draw conclusions about the quality of education in the country and its place taking into account international standards. International research has a positive effect on the quality of national research in the field of education. It allows to create a national evaluation system based on high economic efficiency at the level of international standards. By participating in international research involving leading experts of various organizations in Uzbekistan, the culture of conducting monitoring research among our local experts will be developed, and it will lead to the adaptation of education quality assessment to international standards. It enables the development of control materials for the assessment of the quality of national education as control materials used in international studies.

What international assessment programs are available? PISA - international program for assessing the educational achievements of students PIRLS - international study that determines the level of reading and understanding of the text TIMSS - international monitoring of the quality of mathematics and science at school TALIS - international study of teaching and learning A number of such there are international programs that are widely used as a criterion for improving the quality of education in developed countries.

Navigation on this page: TIMSS - International Monitoring and Evaluation System for Learning Mathematics and Natural Sciences. Teaching and Learning International Survey TALIS

PIRLS - Progress in International Reading and Literacy Study is designed to assess the reading and comprehension level of 4th grade students. This international program provides a basis for successful continuation of studies at the next stage of education by making students understand the read text, interpret it, and make the right decisions in their independent life during the educational process organized in primary grades. prepares

TIMSS - International monitoring and evaluation system of the quality of learning mathematics and natural sciences. This study aims to compare the level of achievement of students in mathematics and natural sciences in the 4th grade of the primary school and the 8th grade of the basic school in different countries





of the world, and according to the obtained results, each country's recognizes the unique features and achievements of the lim system. Teaching and Learning International Survey

TALIS is a research based on the international comparative analysis of pedagogical processes organized in different countries and was established by the Organization for International Economic Cooperation and Development.

Teaching and Learning International Survey To guide teachers and heads of educational institutions engaged in pedagogical activities in schools to analyze the educational process, to develop criteria for determining educational quality indicators in the main aspects of educational policy International consortium, teachers' association, establishment of inter-country cooperation, analysis of written answers to questionnaire questions, identification of factors that directly affect indicators of education quality, determination of unused resources, preparation of presentations, instructions and reports on them .

Tasks of Talis:

improvement of teacher's professional training selection of talented young people for pedagogy specialization improvement of continuous professional development process selection of moderator teachers improvement of social status of pedagogue

PISA - the international program for assessing the educational achievements of students PISA (English - Program for International Student Assessment) - practical application of the literacy (reading, mathematics, natural sciences) of 15-year-old students in different countries ability assessment program. This program is held once in 3 years. It was originally developed in 1997 and was first used in 2000. A 50-point increase in the PISA score provides a 1% increase in the annual Gross Domestic Product (GDP).

In PISA, monitoring of the quality of students' knowledge is determined in 5 areas. Research directions: \*Reading literacy \*Mathematical literacy Financial literacy Computer literacy \*Natural-scientific literacy Program for International Student Assessment The international assessment program PISA conducts research using the following tools: 1. A test set consisting of educational tasks. 2. Questionnaire for students about the educational institution where they are studying. 3. Questionnaire questions for school leaders about the educational institution where they are engaged in pedagogical activities. 4. Questionnaire questions for the leader conducting the test and questionnaire questions. 5. Questionnaire questions for employees of educational management bodies. 6.





Instructions on preparation of test assignments and mathematical statistical analysis of the obtained results.

We know that currently in the international development system, education is recognized as the main factor that ensures the sustainable development of our century, and in the concept defined until 2030 at the international education forum held in the Republic of Korea, "creating the opportunity to receive quality education throughout life " relevance is noted. This, in turn, is aimed at developing students' professional skills, organizing professional and practical training of students based on an innovative approach, using educational technologies aimed at developing independent thinking and creative thinking, creativity, and training future pedagogues. expanded the possibility of creating educational and methodological support of the vocational training system. In the conditions of informatization of the world education system, scientific research work is being carried out to update the educational and methodological support for the development of professional skills of future personnel based on international requirements, to clarify the psychological and pedagogical factors of the development of professional skills of students. In solving these tasks, it is urgent to develop methodological resources for the development of professional skills and improve them based on an innovative approach, to create pedagogical conditions and to use modern educational technologies to improve the quality and efficiency of teaching.

One of the main directions of the educational reforms implemented in our country is the education of each young generation as mature, educated and, of course, well-rounded people. Of course, the education of a person who is spiritually mature, who cares about the history, present and future of his country and is passionate about contributing to the development of society, is in line with today's requirements. Analyzing this concept, one can perceive how rich, complex and comprehensively it corresponds to universal human values. It can be said that the formation of a mature person, his occupation of a suitable profession, his contribution to the development of society in a decent way, and due to this, he realizes and manifests his identity in society, in a word, he is mature as a mature person in all respects. is considered to be found. The pursuit of perfection is a complex process that takes place together with the professional formation of a person and lasts almost a lifetime. To be more precise, when we say professional training, a person's mental abilities, physical capabilities, abilities, interests and aspirations, as well as values and worldviews





of a person receive education related to a certain profession, and then it is understood that he enters the field, adapts, and finally develops into a mature and qualified specialist over the years.

The initial and very important stage of the process of professional formation includes the period before choosing a future profession, that is, before reaching a specific professional decision. It is known that the 9th grade students of general secondary education in the continuous education system are about to complete their secondary schools, full of youthful feelings and passions, realizing their future dreams. is a life cycle. In ontogeny, this period is explained by its own characteristics, such as the acquisition of citizenship status, personal, social and spiritual views and beliefs of young people who are stepping into an independent life. Therefore, in this period, it is necessary for the person to be able to set his goals correctly at the threshold of life, and the responsibility of the officials to walk confidently and boldly in the future. It is known that motives are an internal source of power that moves a person to a certain goal. Motives are manifested as concrete needs in the process of human activity and are satisfied thanks to the implementation of this activity. Motivations of human activity have different appearance and structure, such as, organic, functional, material, social, spiritual, etc., and increasing personal motivation to study at the expense of forming a positive attitude towards the chosen profession; It is known that one of the important socially conditioned qualities of a person is his orientation, that is, his motivation. Motivation is an important psychological process in the structure of a person that leads all actions of a person towards a common and unified goal, urges, fully ensures his stable activity. Its motives, needs and interests, inclinations and desires, internal stimuli form the core of motivation.

A person's ability or professional skill is formed and developed depending on the "living environment" (the environment can also hinder its development). "Living environment" means family, preschool, school, lyceum, college, university, work community, micro-society (friends, acquaintances, etc.). That is, skill is born in the "inner world" of a person as a hereditary, biological ability, interest-tendency, it is a subjective quality by its nature, it is formed and develops depending on objective conditions. Skills include not only intelligence, but also effective behavior, ability, and internal motivation. Internal motivation determines the values of the individual, according to the scientist, it is of decisive importance in the development of skills.





It is self-evident that the concept of motivation is a psychological qualitative process that aims at a broad and far-reaching goal, prospective plans, compared to the concept of motive. The motivations that appear in the structure of the personality in relation to professional skills are considered a socially conditioned component and are developed in the process of education.

Based on the methods analyzed above, it should be noted that the main goals of current research are the ability of young people to find their place in society, to strive to gain the respect of those around them, to see what they are capable of in the eyes of themselves and others. to try to prove that he is, to further strengthen his confidence in his future destiny and the prospects of his Motherland, and, most importantly, to further develop his professional skills. After all, it is natural that knowing the attitude of today's youth to tomorrow's situation under the influence of the landscape of drastic changes and reforms and the changing status of values will not leave real people indifferent.

In short, the essence, purpose and content of education is determined by the cultural development of the society, the development of science and technology, the level of implementation of production technologies and the development of professional skills of students, their implementation in practice. The nature, purpose, content, organizational forms, implementation methods and tools of education in different eras (stages) of society depending on social relations, demand and need for general education, professional preparation of students, views on education. It changes and improves.

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